School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

Jack B. Clarke High School

Address:	13200 South Bloomfield Ave. , Norwalk CA 90650	Phone:	562-868-9979
Principal:	Leda Medearis	Grade Span:	9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Jack B. Clarke High School is a WASC-accredited school located in Norwalk on the campus of the Southern Youth Reception Center and Clinic, and is one of four statewide schools serving resident youth in the California Education Authority.   In addition to a complete diagnostic clinic for male youth remanded to our care, standards-based coursework is offered by a fully-credential faculty leading to the conferment of high school diplomas, as well as vocational training programs leading to the issuance of industry-recognized certifications.

Student Enrollment

Group	Percent
African American	37%
American Indian or Alaska Native	0.5%
Asian	3%
Filipino	0%
Hispanic or Latino	49%
Pacific Islander	1%
White (not Hispanic)	9%
Multiple or No Response	0.5%
Socioeconomically Disadvantaged	100%
English Learners	14%
Students with Disabilities	20%
Total Number of Students (undergrad and grad)	217

Teachers

Indicator	Teachers
Teachers with full credential (PFT)	22
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Academic Progress

Indicator
As an alternative school, JBCHS is measured by the ASAM scale, not by the PI, API, and AYP indices

School Facilities

Summary of Most Recent Site Inspection

School infrastructure is in good condition.

Repairs Needed

Routine upgrades as expected to maintain functionality.

Corrective Actions Taken or Planned

Submission of work orders to facility maintenance section, as needed.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$42,321
District	$31,241
State	$5,681

School Completion

Indicator	Result*
Graduation Rate	**95%**

*Data is the latest available figures.

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

NAEP Reading and Math, Grades 4 and 8

JBCHS, with grades 9 – 12, does not utilize the National Assessment of Educational Progress for elementary and middle-school grades.

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Jack B. Clarke High	District Name	California Education Authority
Street	13200 South Bloomfield Ave.	Phone Number	(916) 262-1500
City, State, Zip	Norwalk , CA 90650	Web Site	www.cdcr.ca.gov
Phone Number	562-868-9979	Superintendent	David Murphy
Principal	Leda Medearis	E-mail Address	david.murphy@cdcr.ca.gov
E-mail Address	Leda.medearis@cdcr.ca.gov	CDS Code	19- 32276- 1931096

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

The mission of JBCHS is to develop productive members of society who actively pursue the fulfillment of their potential. As professional educators working together, we provide instructional excellence to build a community of quality learners. Our school emphasizes a safe, supportive learning environment.

Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

Parents participate in assemblies, family days, special events, graduation ceremonies, and special education meetings.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 8	28
Grade 9	13
Grade 10	32
Grade 11	56
Grade 12	39
Grade 13 (postsecondary)	49
Total Enrollment	217

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent
African American	37%
American Indian or Alaska Native	0.5%
Asian	3%
Filipino	0%
Hispanic or Latino	49%
Pacific Islander	1%
White (not Hispanic)	9%
Multiple or No Response	0.5%
Socioeconomically Disadvantaged	100%
English Learners	14%
Students with Disabilities	20%
Total Number of Students (undergrad and grad)	217

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the **average** class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08 Avg Class Size	Number of rooms 1-22	23-32	33+	2008-09 Avg Class Size	Number of rooms 1-22	23-32	33+	2009-10 Avg Class Size	Number of rooms 1-22	23-32	33+
English	15.0	8	0	0	13.1	8	0	0	7.0	12	0	0
Mathematics	18.0	4	0	0	15.5	4	0	0	9.0	6	0	0
Science	10.0	2	0	0	15.0	5	0	0	8.0	7	0	0
Social Science	10.0	8	0	0	11.9	13	0	0	15.5	6	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

> **Our school's security team operates under a comprehensive Multi-Hazard Safety Plan and Mutual-Aid Agreement. Our facility has an on-site safety officer and a fully-staffed medical clinic to ensure the safety of all students and staff. Our school has an on-campus alternative behavior learning environment room and a school consultation team, and is part of our facility's positive incentive program and disciplinary decision-making system.**

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School 2007-08	2008-09	2009-10	District 2007-08	2008-09	2009-10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

All DJJ education staff have been trained and utilize "Response to Intervention" processes to assist students to succeed in their classrooms. As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Routine and summer cleaning done by janitorial crew.
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			Overseen by Health & Safety Officer
Structural: Structural Damage, Roofs		X			Handled by on-site maintenance section.
External: School Grounds, Windows/ Doors/Fences		X			Handled by on-site groundskeeper.

Overall Rating		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential (PFT)	13	17	22	144
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.4%	3.6%
All Schools in District	79.2%	20.8%
High-Poverty Schools in District	79.2%	20.8%
Low-Poverty Schools in District	none	none

Data are the latest available figures.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	1	
Psychologist	3	
Social Worker		
Nurse	4	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-	3	

teaching)

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Assigned Textbooks
Reading/Language Arts	New Keystone series for Literacy; Holt series for English	0%
Mathematics	Prentice-Hall series for algebra; Glencoe for business math	0%
Science	Prentice-Hall for earth science; Glencoe for biology	0%
History-Social Science	Prentice-Hall series	0%
Foreign Language	Not a curricular offering	N/A
Health	Not a curricular offering	N/A
Visual & Performing Arts	Glencoe series	0%
Science Lab Equipment	Limited equipment due to security requirements.	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$42,321	0	$42,321	$71,832[1]
District	$32,505	1264	$31,241	$68,575[2]
Percent Difference – School Site and District	23.1%	0%	26.1%	4.5%
State	$8,736[3]	$3,055[3]	$5,681	$66,995[4]
Percent Difference – School Site and State	79.3%	0%	86.5%	6.7%

[1] Mean average of the bottom of Range A at JBCHS and the top of Range G at JBCHS, minus 13.9% furlough reduction.

[2] Mean average of the bottom of Range A at the lowest compensating CEA school and the top of Range G at the highest compensating CEA school.

[3] From http://www.cde.ca.gov/ds/fd/ec/currentexpense.asp > 2008-09 Current Cost of Education > By District (CDS) tab > Statewide Totals Row

[4] From http://www.cde.ca.gov/ds/fd/cs/ > Fiscal Year 2008-09 > j90summary0809 > Total Statewide Averages Row > Average Salary Paid Column

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Core academics (General Fund, Proposition 98, Lottery State Special Fund), Special Education IDEA Part B, English Learner services (Title III EL), Carl Perkins Parts A and B (State Leadership and Secondary Education), Library Media Program, and Workforce Investment Act (Adult Education and Family Literacy).

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	Range	CEA District Amount	State Average For Medium-Size High School Districts
Beginning Teacher Salary	A – C	$44,317 - $70,499	$41,782
Mid-Range Teacher Salary	D – E	$49,136 - $86,662	$65,940
Highest Teacher Salary	F - G	$52,635 - $92,833	$85,681
Average Principal Salary (High School)		$94,800 - $103,000	$116,781
Superintendent Salary		$62,965 – $136,486	$144,560
% of Budget for Teacher Salaries		95%	36.5%
% of Budget for Administrative Salaries		1%	6.3%

State averages from **http://www.cde.ca.gov/ta/ac/sa/salaries0809.asp** > **High School Districts** > **Medium ADA 1,000 – 3,999**

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modifiedachievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	0	3	0	1	3	1	46	50	52
Mathematics	*	*	0	3	4	1	43	46	48
Science	0	0	0	0	3	1	46	50	54
History-Social Science	*	*	0	0	3	1	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	Social Science
African American	0%	0	—	—
American Indian or Alaska Native	*	*	—	—
Asian	none tested	none tested	—	—
Filipino	none tested	none tested	—	—
Hispanic or Latino	0%	0	—	—
Pacific Islander	none tested	none tested	—	—
White (not Hispanic)	*	*	—	—
Male	0%	0	—	—
Female	all male	all male	all male	all male
Economically Disadvantaged	0	0	—	—
English Learners	0	0	—	—
Students with Disabilities	0	0	—	—
Students Receiving Migrant Ed Services	N/A	N/A	—	—

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones***		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

***These data are currently not available. The CDE expects to provide these data in February 2011.

X. Accountability

Academic Performance Index

As an alternative school, JBCHS is measured by the ASAM scale, not by the PI, API, and AYP indices

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

"N/A"	means a number is not applicable or not available due to missing data.
"B"	means this is either an LEA or **an Alternative Schools Accountability Model (ASAM)** school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
"C"	means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
" * "	means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

API Rank	2007	2008	2009
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	B	B	B	B

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

As an alternative school, JBCHS is measured by the ASAM scale, not by the PI, API, and AYP indices

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	B	B

Federal Intervention Program (School Year 2010-11)

As an alternative school, JBCHS is measured by the ASAM scale, not by the PI, API, and AYP indices

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	Not PI	
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

1-Year Indicators	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate	Dropout rates are no longer computed by CDE for high mobility alternative schools						4.4	3.9	not yet available
Graduation Rate	47.4%	60.4%	94.6%	52.6%	33.1%	57.5%	80.6	80.2	not yet available

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent of the senior class who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School*	District	State
All Students	95%	74%	
African American	35%	26%	
American Indian or Alaska Native	0%	0%	
Asian	4%	3%	
Filipino	0%	0%	
Hispanic or Latino	57%	39%	not yet available
Pacific Islander	0%	0%	
White (not Hispanic)	4%	7%	
Socioeconomically Disadvantaged	95%	74%	
English Learners	17%	21%	
Students with Disabilities	30%	25%	

*School data are the latest available figures.

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

> JBCHS now offers CTE training, including industry-recognized certifications, in Computer Technology, Office Services, and Janitorial Services. The areas of specialization in the computer program are Voice & Messaging, Telecommunications, Copper Cabling, and Fiber Optic Cabling.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Participation
Number of the school's pupils participating in CTE	60
Percent of the school's seniors completing a CTE program and earning a high school diploma.	4%
Percent of school's CTE courses articulated between the school and postsecondary institutions.	0%

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	56.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Data are the most recent figures available.

Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
All courses	0	0%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

10 days per year are devoted to on-site professional development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: **Only a sample group of California's schools and districts participate in the NAEP testing cycle**. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

JBCHS, with grades 9 – 12, does not utilize the National Assessment of Educational Progress for elementary and middle-school grades.